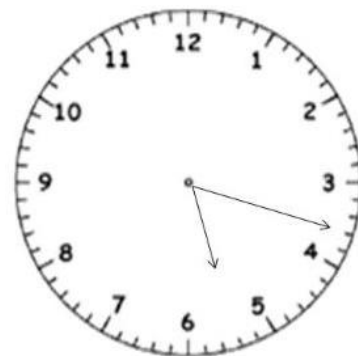
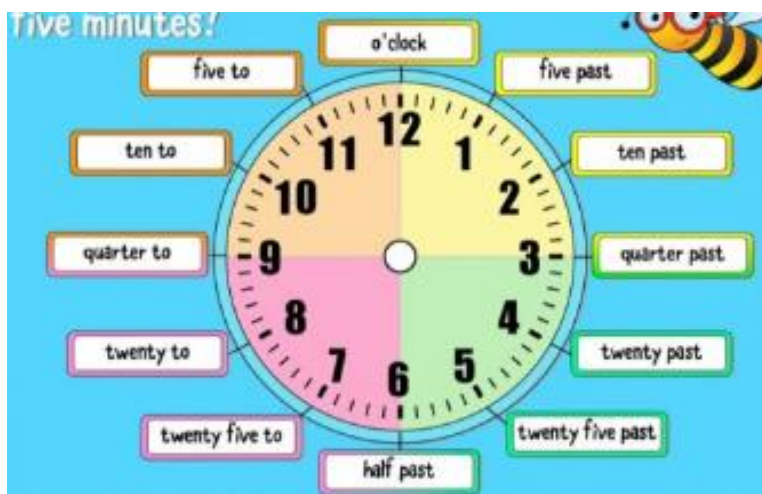


Maths- 22.6.20

Here are your maths tasks for this week- please use the book provided to complete the tasks ☺ We normally do maths Monday-Thursday, with Friday being our day for Mathletics and Times table rockstars to consolidate other areas of learning. Please see the Times table sheet for suggested activities. I've attached an arithmetic paper for Friday to complete this week too ☺

Monday

This week, we will be looking at telling the time and converting time from 12 hour to 24 our clocks. Today, we will be looking at telling the time to the nearest minute. Remember, when we are telling the time to the nearest minute in analogue, we must use the words 'past' and 'to'. For example:

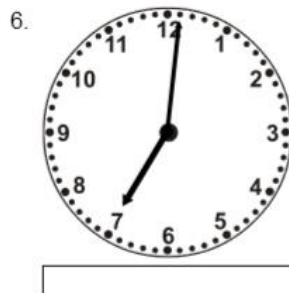
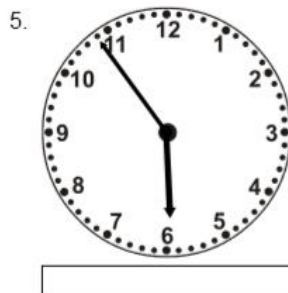
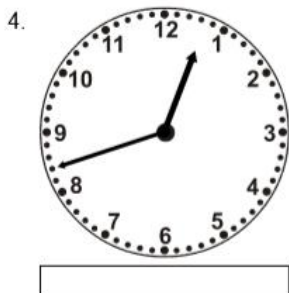
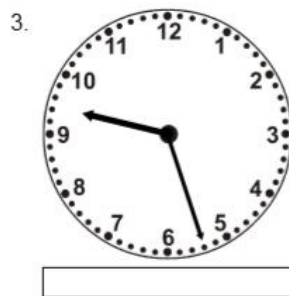
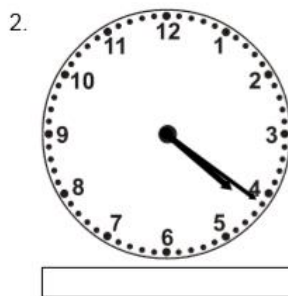
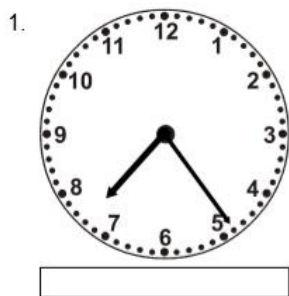


Using the information to the left, I can say that this time is 18 minutes past 5. We count round from 12 as '0' and every little interval is '1'. So after ten past, it will be 11 minutes past. After 25 to, it will be 24 minutes to etc.

Task

Using the information above, see if you can answer the questions below. **REMEMBER: The minute hand is the big long hand and the small hand is the hour hand.**

◆ Write the time shown on each clock...



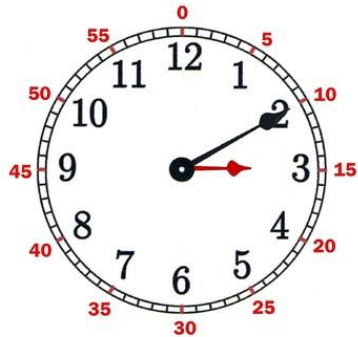
Challenge:

This clock has lost its hour hand. What time could it be?



Tuesday

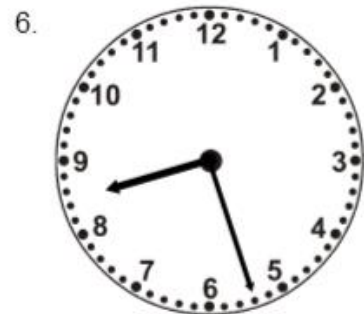
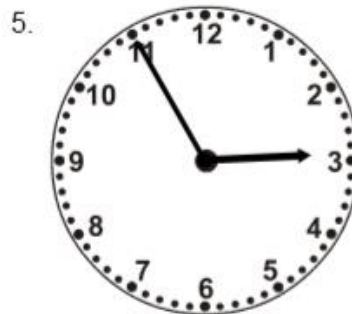
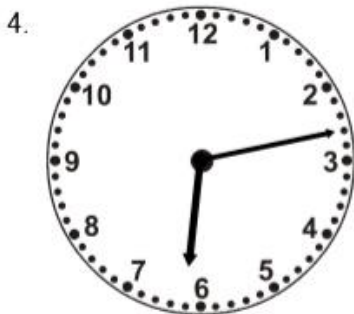
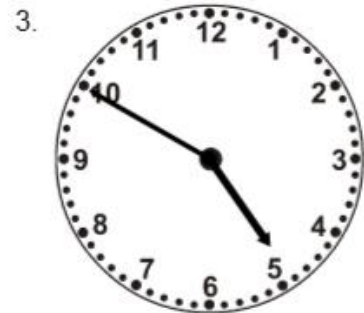
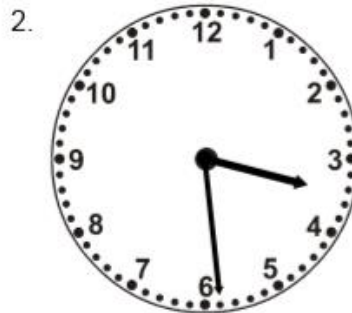
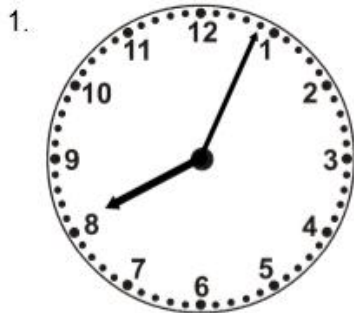
Today, we will be having a look at 12 hour digital time from analogue time. When we think about digital time, instead of saying your 'to' numbers as quarter to etc, you would continue to count around the clock in 5's to give you your digital minutes. The hours are the same, we always say 1, 2, 3, 4, 5, 6, 7 etc because we are looking at 12 hour times. See this video for more information: https://www.youtube.com/watch?v=72MmggC_ZtA See below for additional information:



So, now if I was to read this clock in 12 hour digital time, it would be 5:18 because the hour hand is past the 5 and the minute hand is on 18 minutes past.

Task

Use the information above to help you answer these questions below:



Challenge:



Martha

When telling the time on a digital clock, the larger the first number the later in the day it is.

Is Martha correct?
Explain how you know.

Wednesday

Today, we will have a look at 24 hour digital time. Now this one is abit tricky! Where before you would use the hours that are on the actual clock e.g. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; once we have reached the 12 once, we then go into PM times which are 1=13, 2=14, 3=15, 4=16, 5=17, 6=18, 7=19, 8=20, 9=21, 10=22, 11=23 and 12=0:00. These are called the 'PM' times, so these times are after dinner (or after 12:00 in the afternoon). See the video here:

<https://www.youtube.com/watch?v=EapsfSfqeWA> and the clocks below to help you understand.



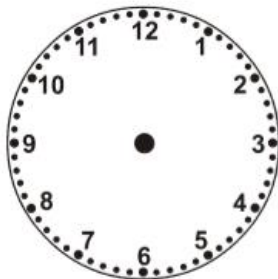
This clock now shows us the 24 hour times inside the normal 'hours' and the minutes on the outside as normal. Now, we can see that when we are reading the 24 hour digital time, instead of saying 2:00, we could also say 14:00 if this were a time on the afternoon (PM).

Task:

Use the information from above and see if you can answer these questions below:

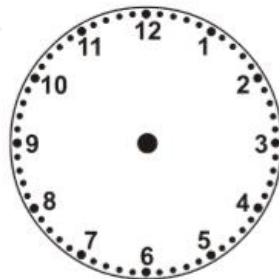
◆ Draw the missing hands on each analogue clock...

1.



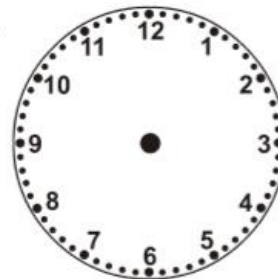
09:05

2.



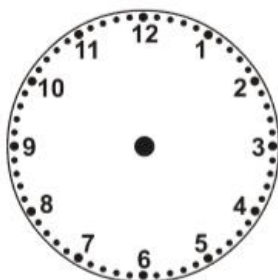
20:51

3.



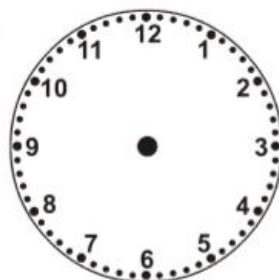
19:42

4.



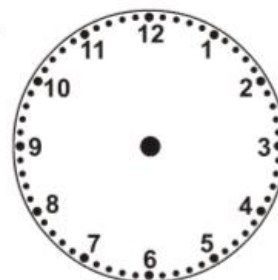
17:11

5.



18:36

6.



07:51

Challenge:

Beth says,



We are meeting at 14:10

Tim says,



We are meeting at 02:10 pm

Faye says,



We are meeting at ten to two.

Will all the children meet at the same time?
Convince me.

Thursday

Today, we will be thinking about intervals of time and how to work these out. When we are thinking about intervals of time we must remember this information:

1 hour = 60 minutes

Clocks go round in 5 minutes (unless we are reading to the exact minute) so count in 5's when you are adding on time

2 hours = 120 minutes

When we are looking for duration of times, we need to look at the minute hands first and count round in 5's from the minute hand to the 'o'clock'. We can then easily add on the hours from here. Watch this video to explain further:

<https://www.youtube.com/watch?v=nhswoX23V2Y> Here is an example:

Miss Cable went to the shop at 2:55. She got home at 3:15. How long was she at the shop?

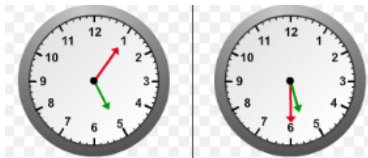
Every arrow represents counting in 5's. We can see that to get to 3:15, we need to count on 20. So, Miss Cable was at the shop for 20 minutes.

Task:

Using the information above, see if you can complete these questions below:

1. A TV programme starts at 5:20 and finishes at 6:05. How long does the programme last for?
4. Order the times below from the shortest time to longest time.

2. Look at the two clocks below.



How much time has passed between the first and the second clock?

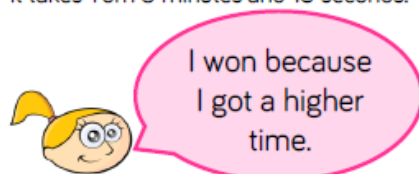
3. Kieran is learning his times tables. On Monday it takes him 1 minute and 12 seconds to complete 10 questions. On Friday he can complete 10 questions in 42 seconds. How much quicker is he by Friday?

83 seconds
1 minute 12 seconds
56 seconds
2 minutes 2 seconds
1 minute 87 seconds
143 seconds

Explain your reasoning.

Challenge:

Bella and Tom are having a race. It takes Bella 3 and a half minutes to complete the race. It takes Tom 3 minutes and 15 seconds.



Is Bella correct?
Explain how you know.

Friday

TT rockstars/Mathletics/Arithmetic test ☺ If you have completed all of the Mathletics activities which I have assigned, please choose on the homepage an activity which relates to the maths you have been doing this week.

Help for this week

Telling the time is really tricky, it is a concept that many children find difficult! Please do not panic if this seems to be something your child struggles with at first, time is very much just practising the concepts.

Try some of these activities below to see if this helps them understand the concepts of time:



- **Giant clock-** If you have any chalk or a hoop at home and some paper, you could make a giant clock on the floor and label up the hours and the minutes on the outside. Get your child to use their arms and legs as the minute and hour hands. See if they can use the prompts around them (hours etc written on paper) to help them to see where their arms and legs need to be positioned.
- **Counting round in fives-** Have a clock in front of you (this can be a kitchen clock or a printed clock. Discuss that clocks go round in 5 minute intervals for the minutes and start counting round in 5s from 12 as '0' etc. What do we notice about the pattern? What is the difference between digital and analogue? Discuss that analogue the clock goes backwards from 30 (half past) back to '0' in fives. In digital, we just keep counting round in fives. Practise this and give them times which are analogue and digital- can they tell the difference?

Games relating to this week:

- 24 hour clock reading from an analogue clock- <http://flash.topmarks.co.uk/5262>
- Teaching clock for parents to explain counting in 5 minutes- <https://www.topmarks.co.uk/time/teaching-clock>
- Matching clocks game- <https://www.topmarks.co.uk/Flash.aspx?f=matchingpairstimev3>

If you need any extra support, please email me on michaelsyddallyear4@gmail.com and I will help ☺